



ST. MARY'S
UNIVERSITY



Sharing LASSI Scores via a Power BI Dashboard

William Buhrman, PhD, MBA
Brandon Armstead, MBA
Rebecca Chiaro, MA
Arun John Abraham, MS, MBA

St. Mary's University

Background for our story

- Founded in 1852, St. Mary's University is a private, Catholic institution located in San Antonio, Texas
- Liberal Arts and Professional Degrees (Engineering, Nursing, etc.)
- Approximately 3,400 undergraduate, graduate, and law students
- Fall cohorts average 570 FTFT
- Our Rattler Success Center advises first and second-year students
- All FTFT take the LASSI



Project Goals

1. Make results from the LASSI easily available to the Rattler Success Center
2. Give advisors access to information from the LASSI manual for contextualization
3. Add value with calculated metrics that tell a better story
4. Aggregate LASSI data to visualize patterns for analysis



Part I: Background to the Learning Study Strategies Inventory (LASSI)



LASSI Background

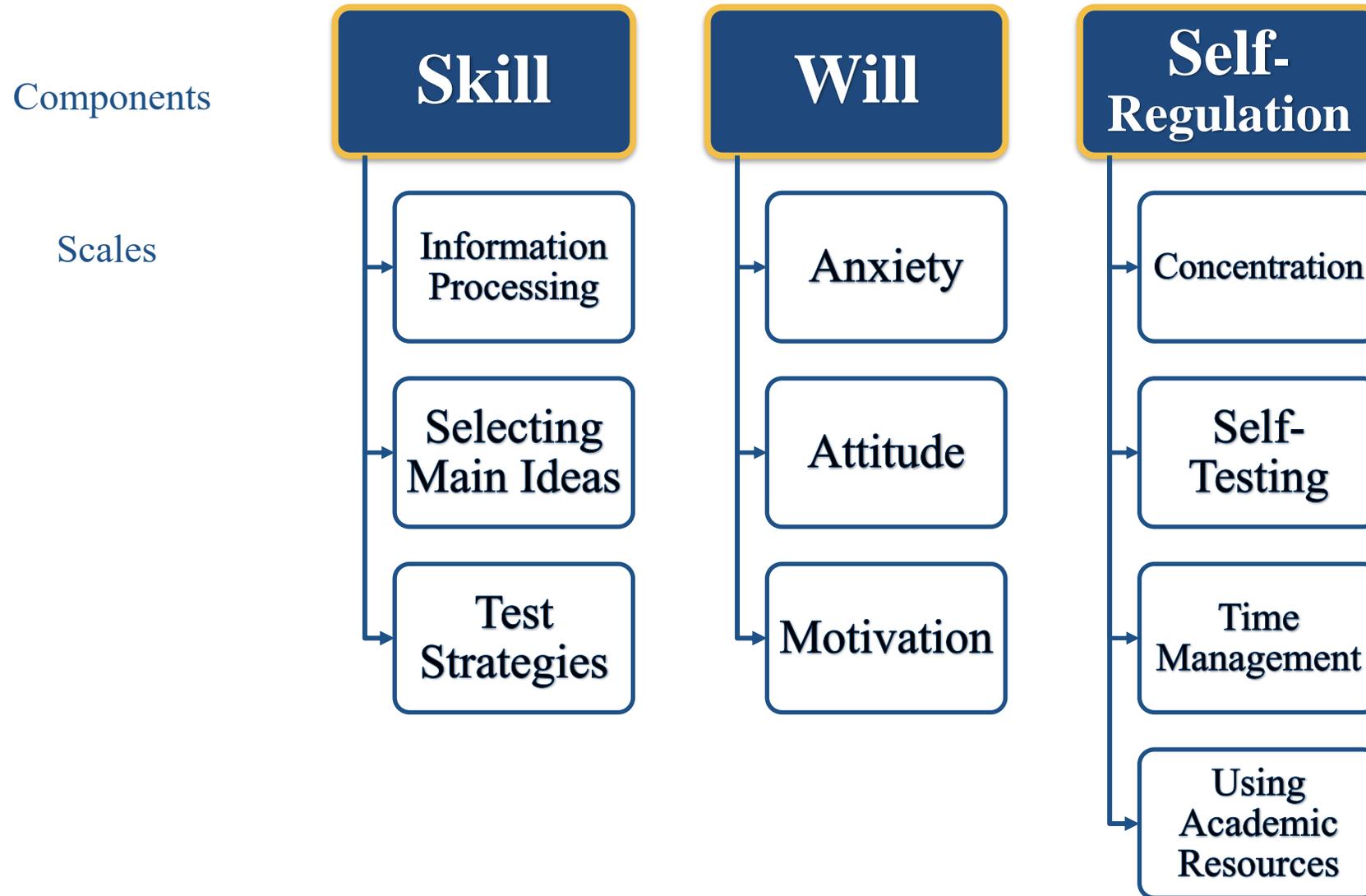
- Weinstein, Schulte, & Palmer at University Texas at Austin
- 1st ed. (1987), 2nd ed. (2002), 3rd ed. (2016)
- Likert Scale responses provide self-reported data
- Sixty questions total

You are to read each statement and then select a response according to the following key:

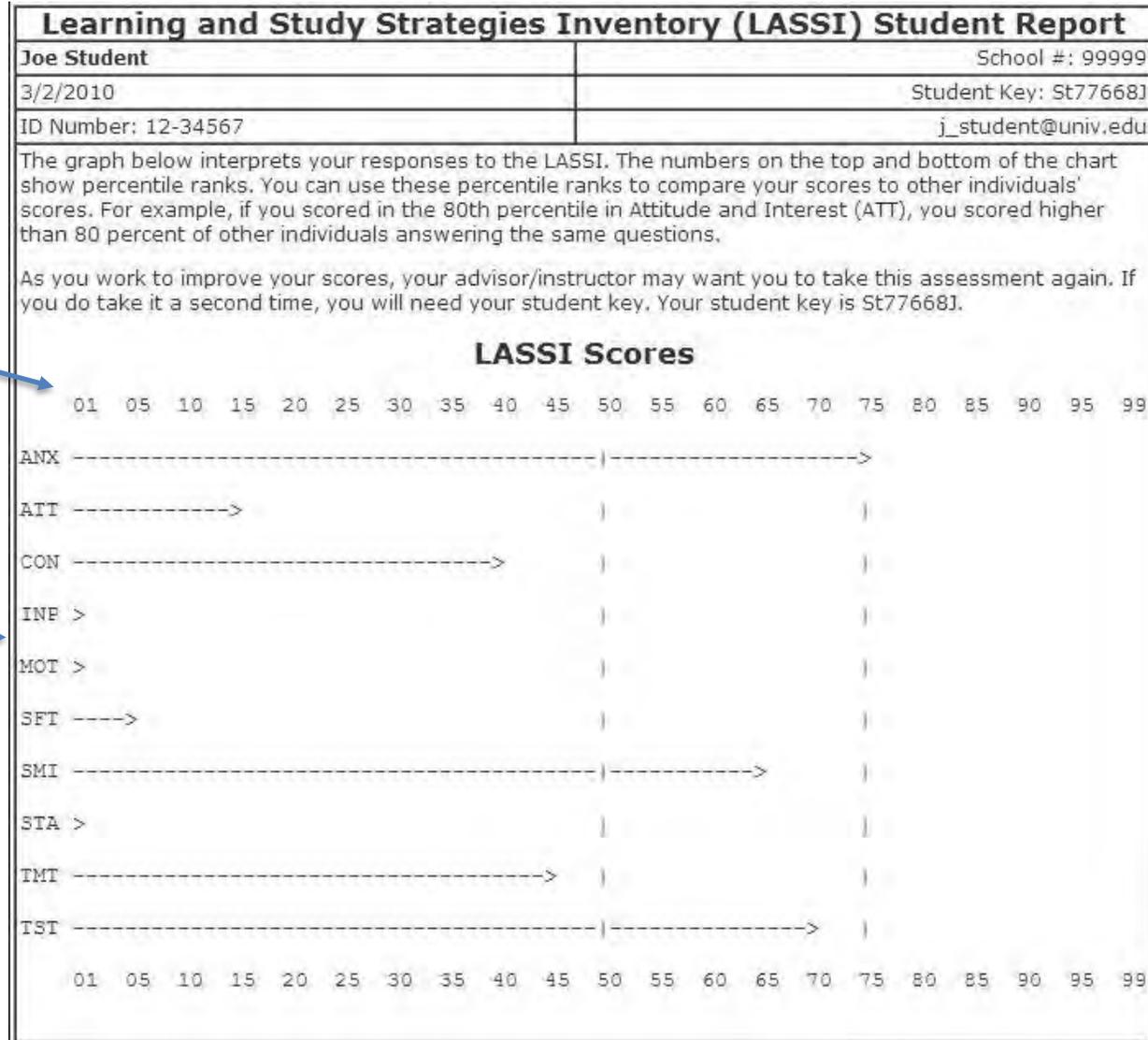
- Not at all typical of me
- Not very typical of me
- Somewhat typical of me
- Fairly typical of me
- Very much typical of me



LASSI Components and Scales



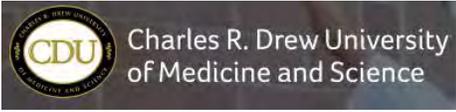
LASSI Score Report



Percentiles

LASSI Scales

Student Resources



The Learning and Study Strategies Inventory (LASSI)

Understand your learning. Unlock your potential

Search this Guide

Search

Skill Component



The Learning and Study Strategies Inventory (LASSI)

What is the LASSI?

The Skill Component of Strategic Learning

Information Processing

Selecting Main Ideas

Test Strategies

Will Component



The Will Component of Strategic Learning

Anxiety

Attitude

Motivation

Self-Regulation Component



The Self-Regulation Component of Strategic Learning

Concentration

Self-Testing

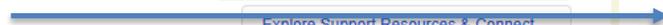
Time Management

Using Academic Resources

Support is Just a Click Away

Explore Support Resources & Connect With Us

“Watch this to improve information processing”



The Learning and Study Strategies Inventory (LASSI)

What is the LASSI?

The **Learning and Study Strategies Inventory (LASSI)** is an assessment that helps students evaluate the strength of their study habits and identify areas for improvement. It provides feedback on how effectively they use learning strategies and manage time, motivation, and concentration. LASSI results give students scores in ten key areas of learning, which are grouped into three components:

- **Skill** – How students take in and use information
- **Will** – Motivation, attitude toward learning, and how they handle stress
- **Self-Regulation** – Time management, focus, and use of academic resources

The LASSI Lib Guide was created to support students in improving their academic performance by offering easy access to tools and resources across key skill areas—such as information processing, identifying main ideas, test strategies, managing anxiety, attitude, motivation, concentration, self-testing, time management, and using academic resources effectively.

The guide is designed to:

- **Help students understand themselves.** It highlights strengths and areas for growth related to studying and learning.
- **Provide targeted support.** It offers resources like videos, tips, and articles tailored to individual LASSI results.
- **Improve academic performance.** Students can use the guide to develop better study habits, stay organized, manage their time, and build confidence.
- **Support goal setting.** Advisors and instructors can use the guide to help students create actionable learning plans.
- **Promote long-term success.** When students have access to the right tools, they are more likely to stay engaged and succeed academically.

The Skill Component of Strategic Learning

Information Processing

Information Processing refers to how well a student understands and remembers new information by using strategies such as organizing ideas or creating visual representations.



Chunking: Study Smarter



Chunking breaks big info into smaller parts to boost memory and understanding.

LibGuide for the LASSI from Charles R. Drew University of Medicine



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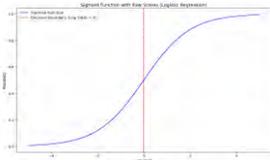
Part II: Dashboard Metrics Development

Dashboard Metrics

LASSI Scores and Student Data

- LASSI scale percentile scores
- Race and Ethnicity, Sex/Gender
- LASSI administration term

Calculated Metrics derived from LASSI



Regression Rank Score



Component Score



Metric 1: Retention Risk Group

Regression for Year 1 Retention



Logistic Model for Retention Probability

$$\log\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1(MOT) + \beta_2(UAR) + \beta_3(TST) + \beta_4(SMI) + \beta_5(CON) + \beta_6(IMP) + \beta_7(ATT) + \beta_8(TMT) + \beta_9(ANX) + \beta_{10}(STS)$$



Metric 1: Retention Risk Group

Retention Probability to Retention Risk Group

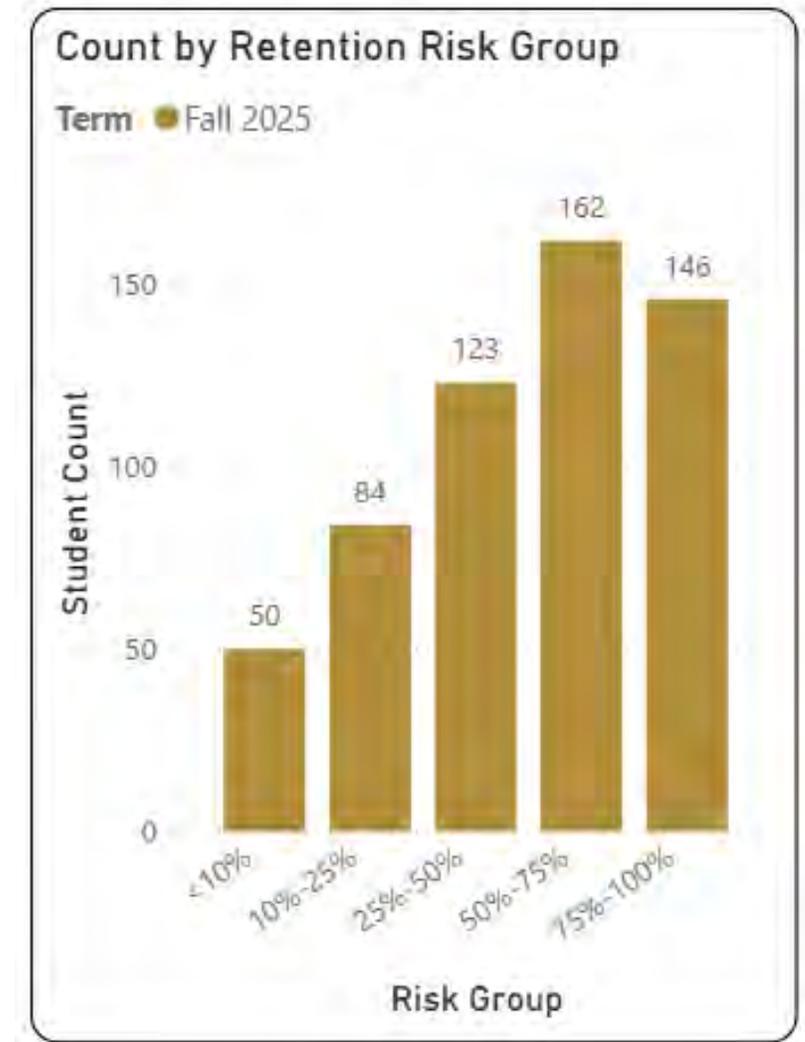
Retention probability calculation



Rank Order based on retention probability



Ranks grouped into bands



Dashboard Example



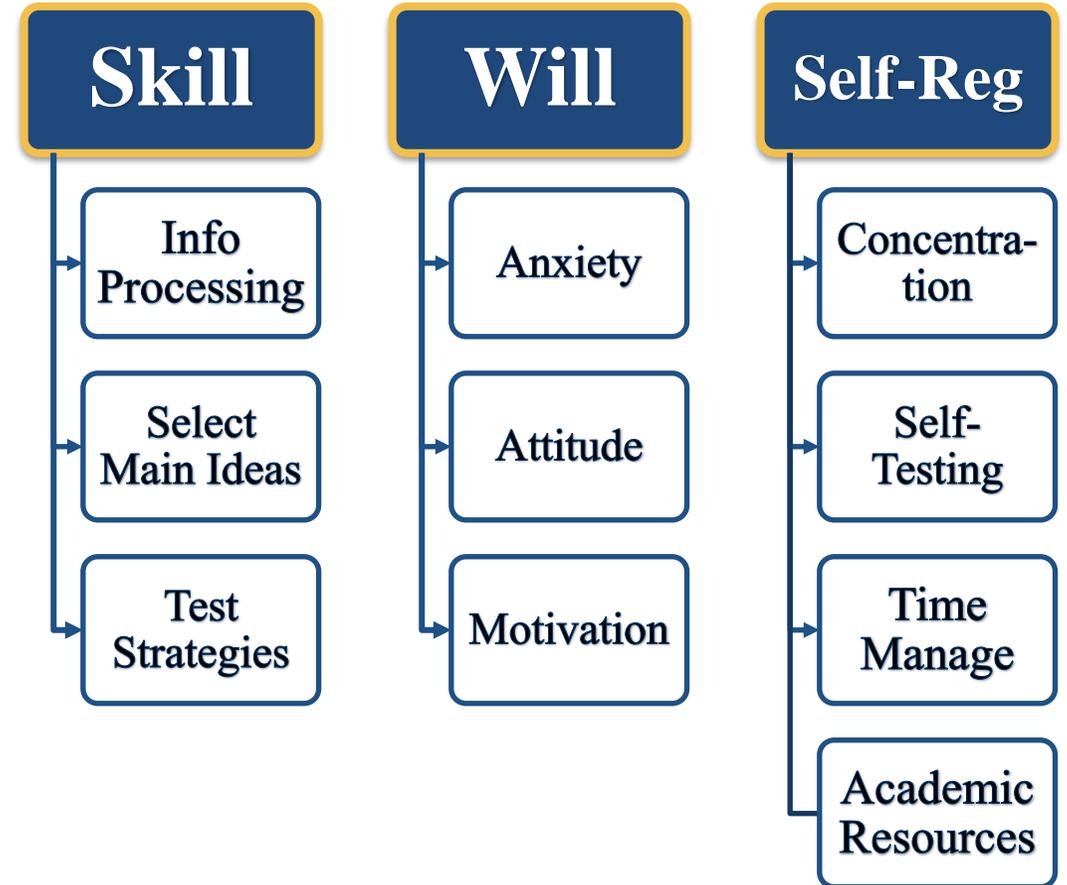
Metric 2: Component Scores

Component Composite Scores Equations

$$\text{Skill} = \frac{INP + SMI + TST}{3}$$

$$\text{Will} = \frac{ANX + ATT + MOT}{3}$$

$$\text{Self-Regulation} = \frac{CON + SFT + TMT + UAR}{4}$$



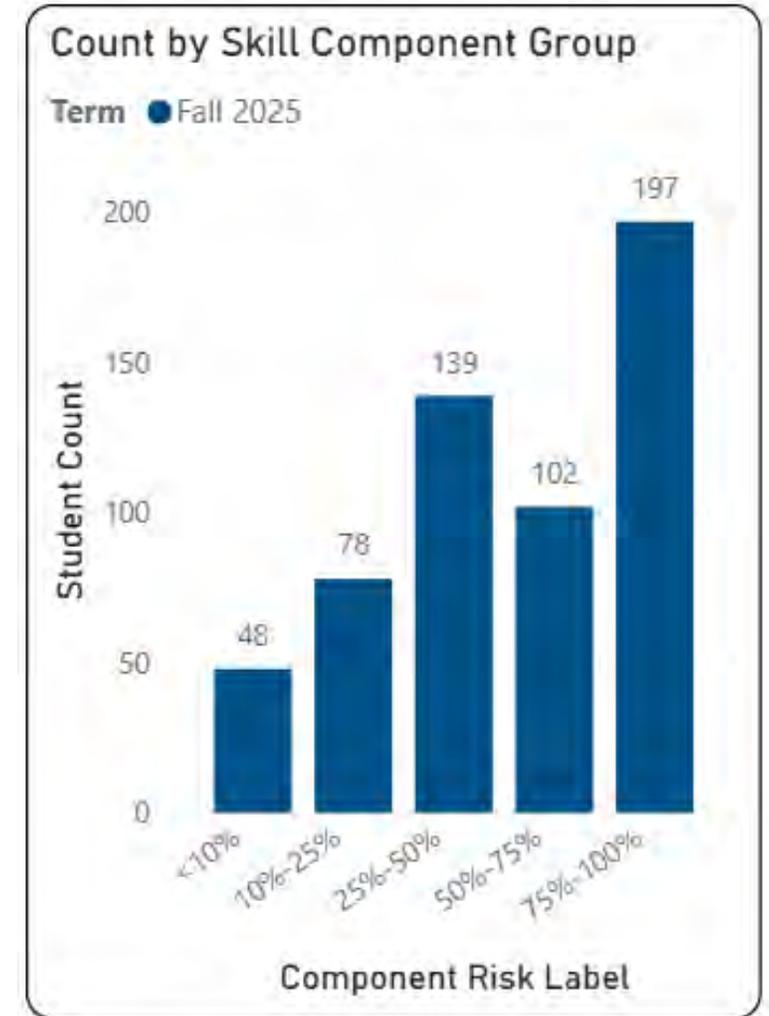
Metric 2: Component Scores

Composite Scores to Component Score Bands

Skill Composite Score → Ranked → Score bands

Will Composite Score → Ranked → Score bands

Self-Regulation Composite Score → Ranked → Score bands



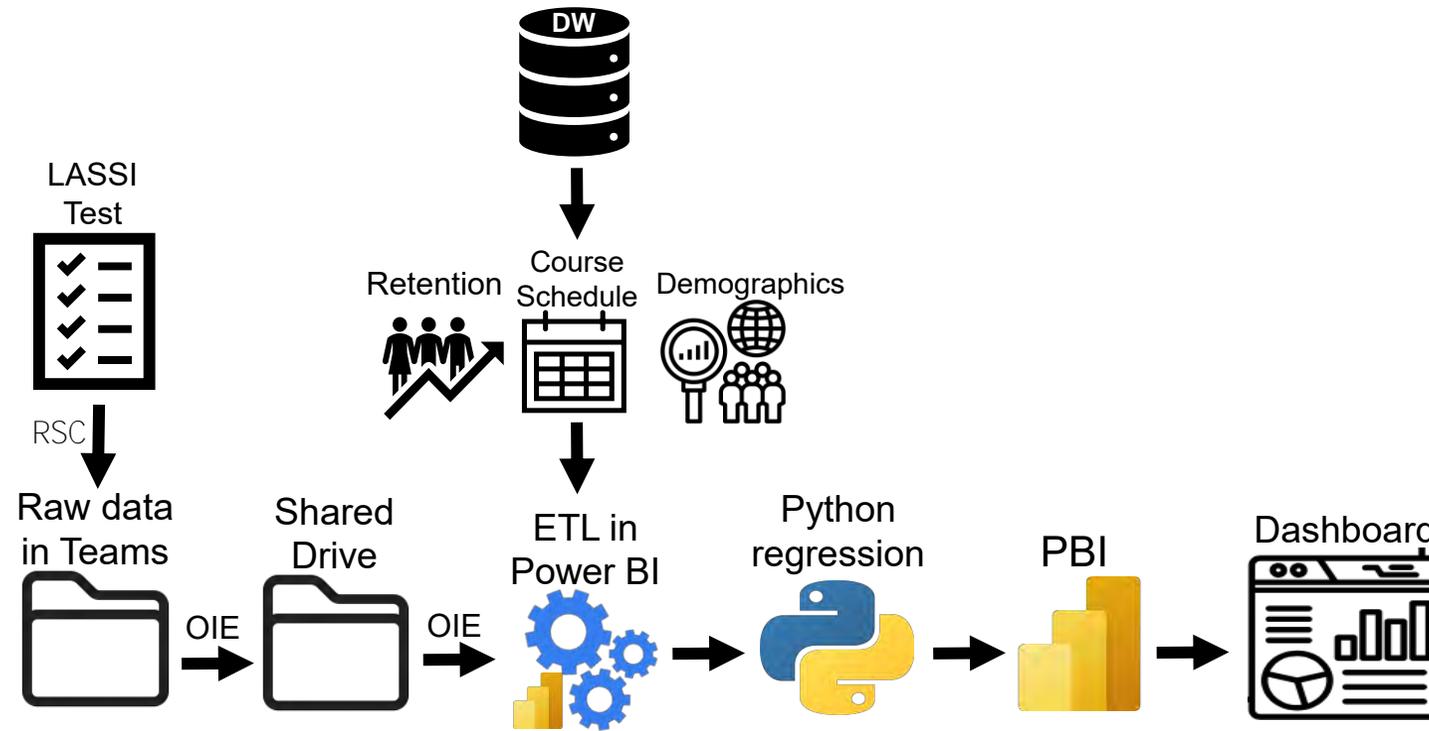
Dashboard Example



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Part III. Data Pipeline and Dashboard

Data Pipeline



LASSI Data Dashboard View

Source: Office of Institutional Effectiveness

Classification: **PRELIMINARY**

Revision Date: 2/16/2026

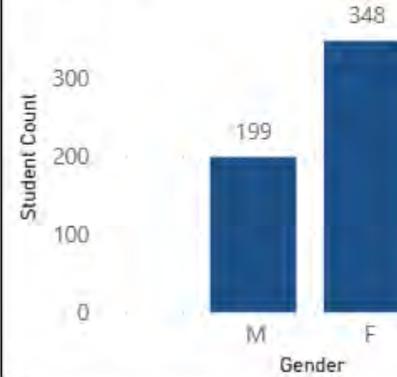
The "i" icon  provides detailed explanations of the LASSI components.

Administration Term

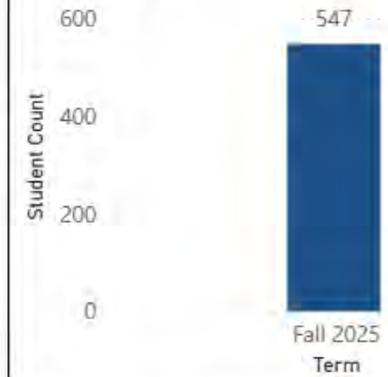
Fall 2025

Race/Ethnicity	Student Count
1_Hispanic or Latino	283
2_International	31
3_American Indian Alaska Native	4
4_Asian	10
5_Black or African American	22
7_White	119
8_More than 1 Race	3
9_Unknown/No Response	75
Total	547

Count by Gender

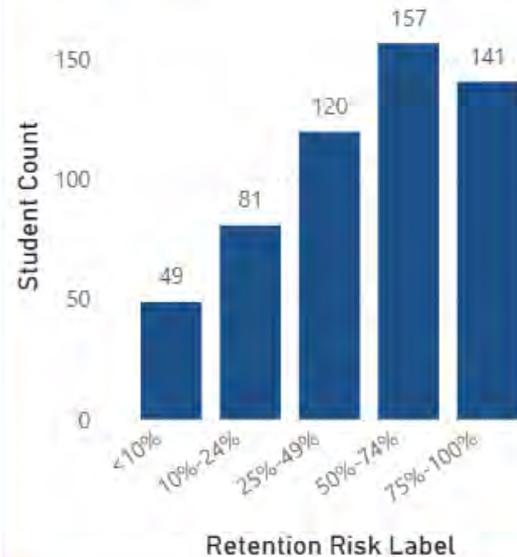


Count by Term



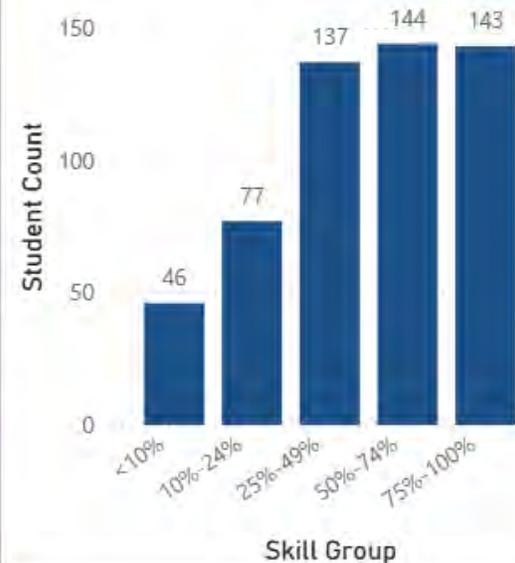
Count by Retention Risk Group

Term ● Fall 2025



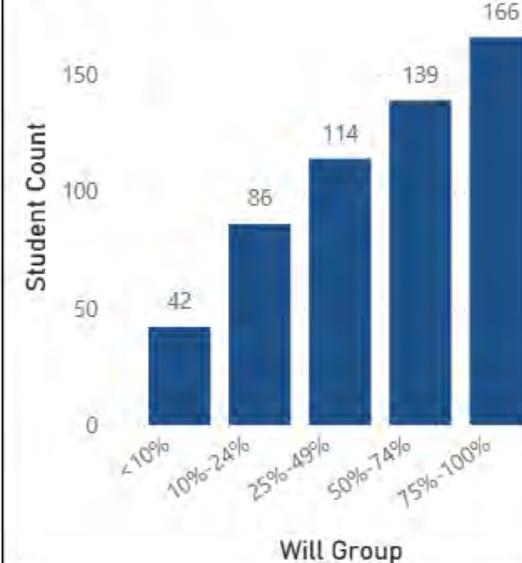
Count by Skill Component Group 

Term ● Fall 2025



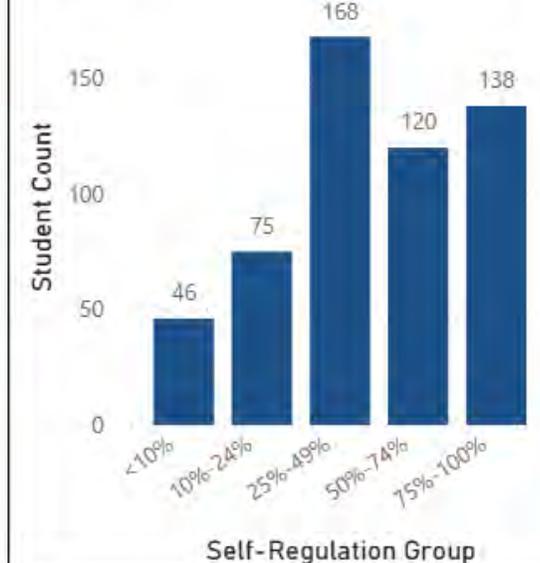
Count by Will Component Group 

Term ● Fall 2025



Count by Self-Regulation Group 

Term ● Fall 2025



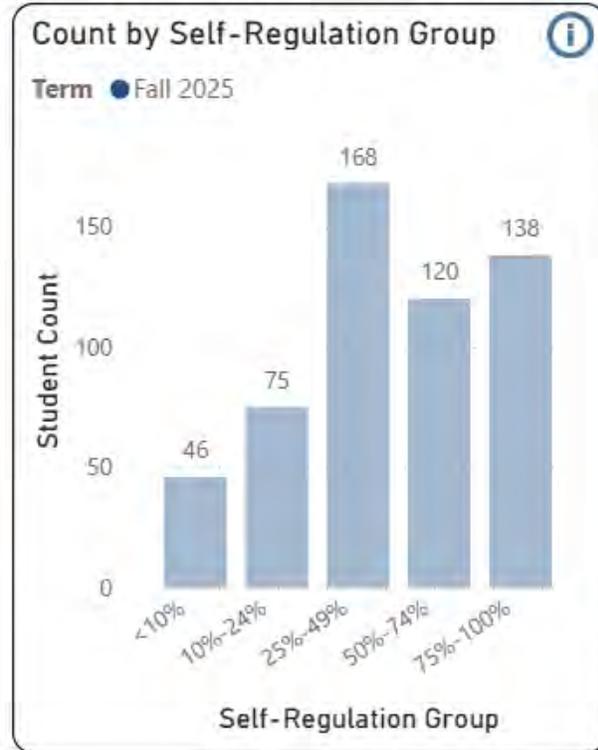
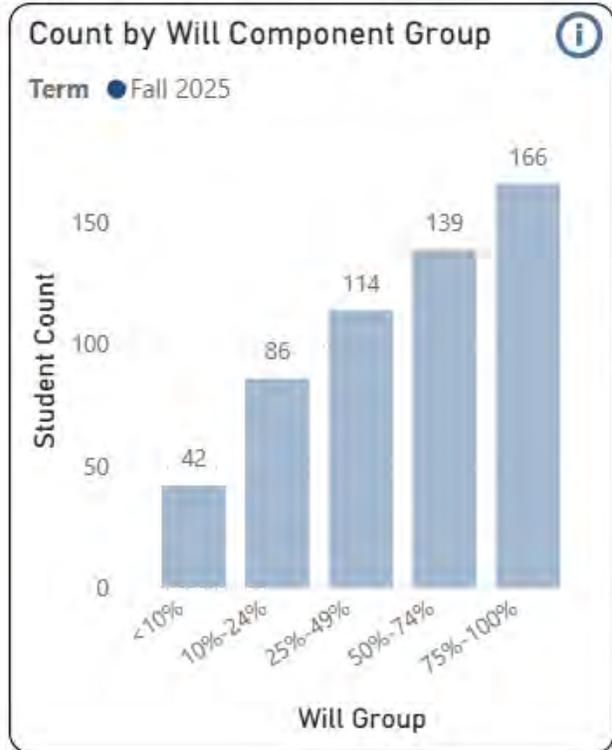
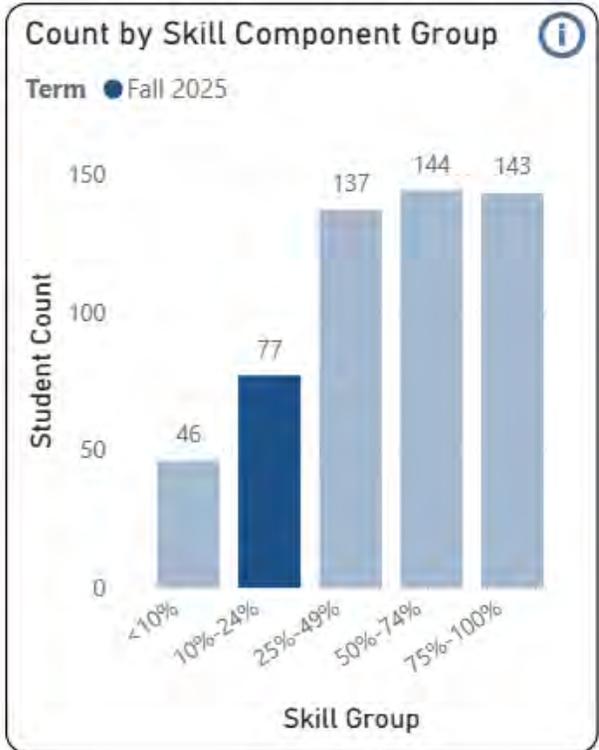
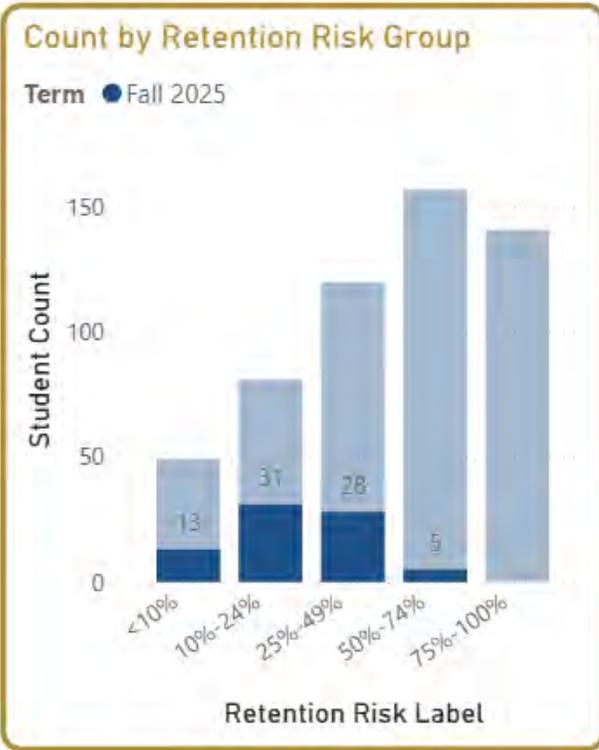
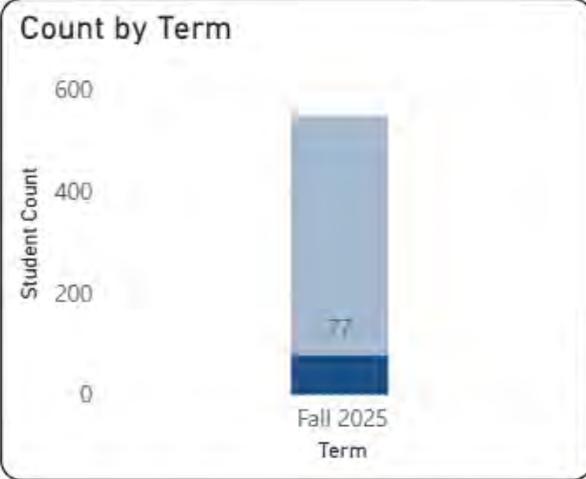
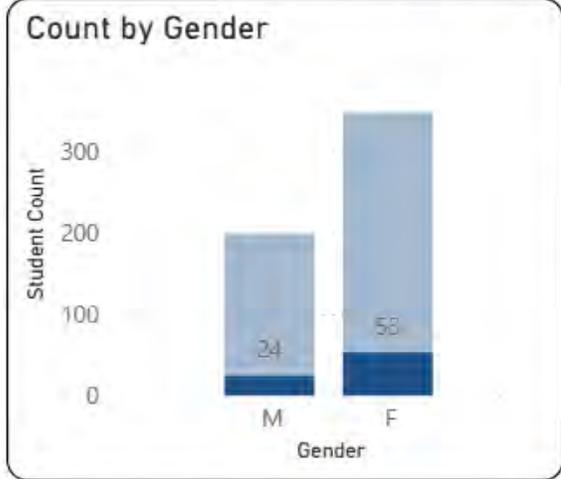
LASSI Data Dashboard View

Source: Office of Institutional Effectiveness
 Classification: **PRELIMINARY**
 Revision Date: 2/16/2026

The "i" icon provides detailed explanations of the LASSI components.

Administration Term
 Fall 2025

Race/Ethnicity	Student Count
1_Hispanic or Latino	46
2_International	5
4_Asian	2
5_Black or African American	1
7_White	15
9_Unknown/No Response	8
Total	77



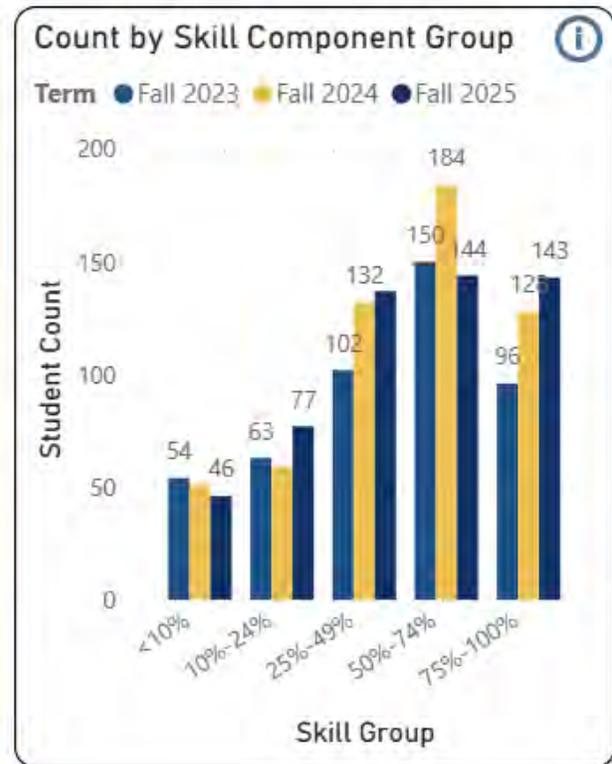
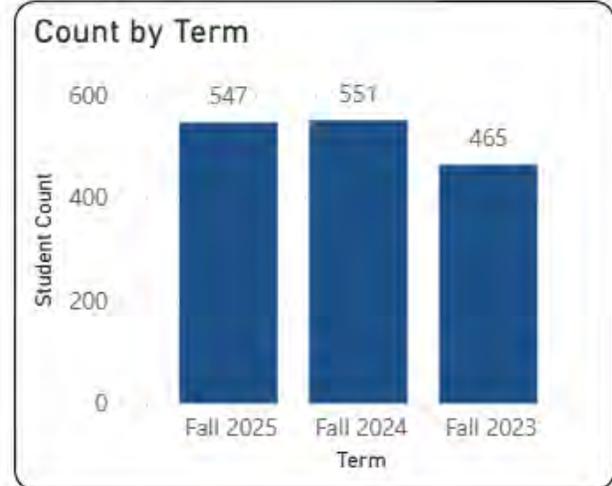
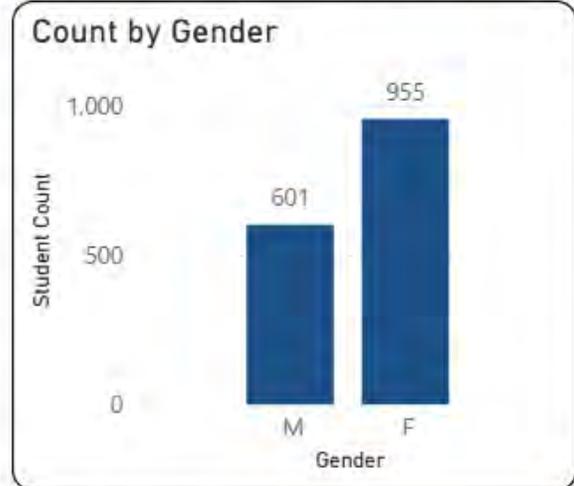
LASSI Data Dashboard View

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Administration Term
 Multiple selections

Race/Ethnicity	Student Count
1_Hispanic or Latino	793
2_International	76
3_American Indian Alaska Native	12
4_Asian	16
5_Black or African American	40
6_Native Hawaiian or Other Pacific Islander	1
7_White	221
8_More than 1 Race	9
9_Unknown/No Response	389
Total	1557





Skill Component

The Skill Component of Strategic Learning

The LASSI scales related to the skill component of strategic learning are: **Information Processing, Selecting Main Ideas, and Test Strategies**. These scales examine students' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

The **Information Processing Scale (INP)** assesses how well students' can use imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies to help learn new information and skills. These strategies are also used to build bridges between what students already know or believe and what they are trying to learn and remember.

- *Do students try to summarize or paraphrase their class reading assignments?*
- *Do they try to relate what is being presented in class to their prior knowledge?*

The **Selecting Main Ideas Scale (SMI)** assesses students' thinking skills for identifying important information for further study from less important information and supporting details.

- *Can students identify the key points in a lecture?*
- *Can they decide what is important to underline in a textbook?*

The **Test Strategies Scale (TST)** assesses students' use of both test preparation and test taking strategies.

- *Do students know how to study for tests in different types of courses?*
- *Do they review their answers to essay questions?*

Student View

Source: Office of Institutional Effectiveness

Classification: **PRELIMINARY**

Revision Date: 2/16/2026

The "i" icon  provides detailed explanations of the LASSI components.

Search by Student ID Number 

Student Name 

Retention Risk Band

10%-24%

This visual is breaking up our students into buckets based on where they are scoring relative to other students (IN THE FILTER CONTEXT). **This does not necessarily predict retention.**

Component Scores

Skill Component Band

10%-24%

Will Component Band

< 10%

Self-Reg Component Band

25%-49%

Skill Scales

Information Processing Percentile	Selecting Main Ideas Percentile	Test Strategies Percentile
60	5	10

Will Scales

Anxiety Percentile	Attitude Percentile	Motivation Percentile
25	1	15

Self-regulation Scales

Concentration Percentile	Self-Testing Percentile	Time Management Percentile	Using Academic Resources Percentile
35	55	35	55

The LASSI develops percentile scores using a nationally normed sample. Students with percentile scores below 50% on a scale, typically need to improve that skill to be successful in post-secondary education. Students scoring above 70 percent are more likely to retain.

Student View

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The "i" icon  provides detailed explanations of the LASSI components.

Search by Student ID Number



Student Name

Retention Risk Band

50% - 74%

This visual is breaking up our students into buckets based on where they are scoring relative to other students (IN THE FILTER CONTEXT). **This does not necessarily predict retention.**

Component Scores

Skill Component Band

75% - 100%

Will Component Band

75% - 100%

Self-Reg Component Band

25% - 49%

Skill Scales

Information Processing Percentile	Selecting Main Ideas Percentile	Test Strategies Percentile
35	70	75

Will Scales

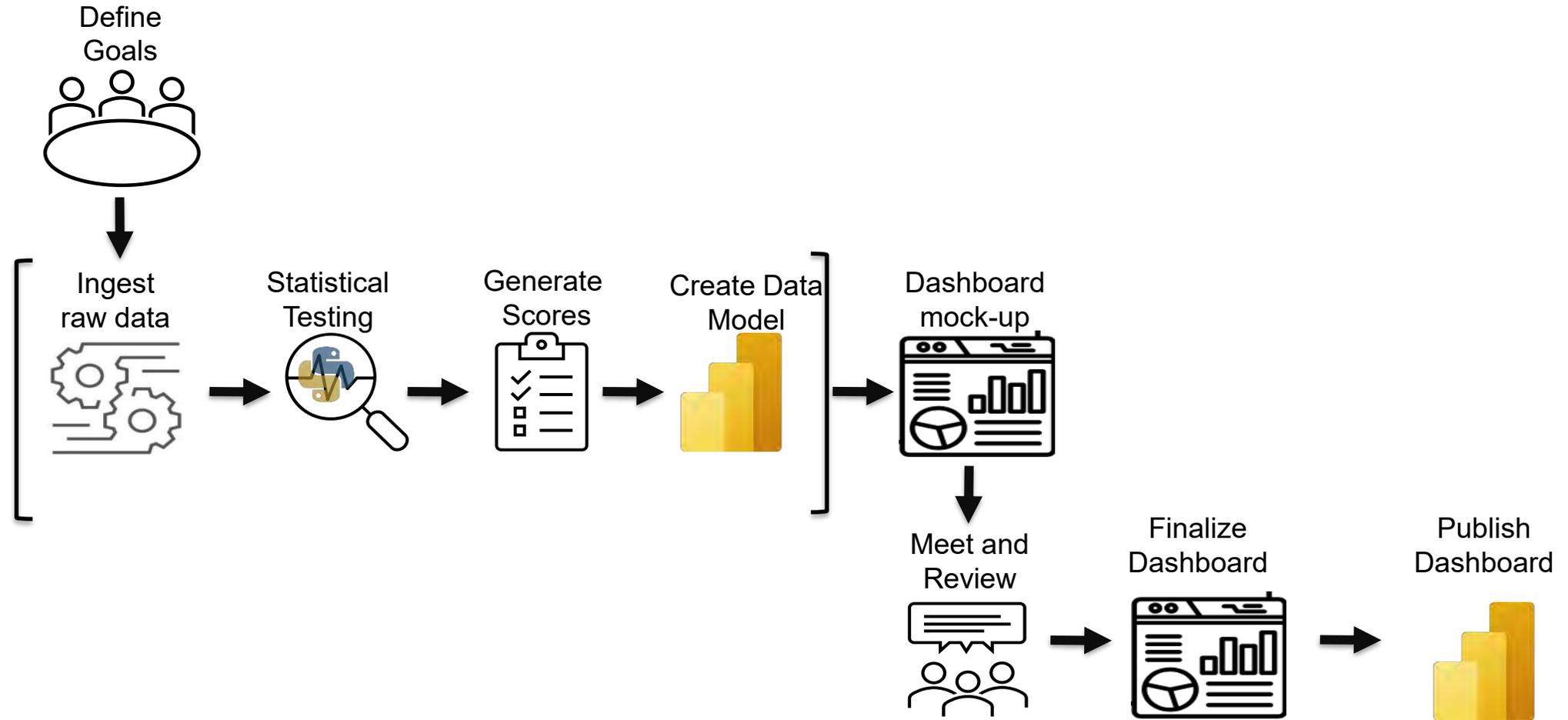
Anxiety Percentile	Attitude Percentile	Motivation Percentile
60	99	10

Self-regulation Scales

Concentration Percentile	Self-Testing Percentile	Time Management Percentile	Using Academic Resources Percentile
90	25	20	1

The LASSI develops percentile scores using a nationally normed sample. Students with percentile scores below 50% on a scale, typically need to improve that skill to be successful in post-secondary education. Students scoring above 70 percent are more likely to retain.

Completing the Project



Questions and Discussion

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Scan the QR code to
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survey.

